

**THE EFFECT OF USING ABOUT/POINT STRATEGY ON
READING COMPREHENSION IN HORTATORY
EXPOSITION TEXT OF THE SECOND YEAR
STUDENTS AT MADRASAH ALIYAH
NURUL HIDAYAH BANTAN TUA
BENGKALIS REGENCY**



BY

NURLAILI

NIM. 10814003335

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

**THE EFFECT OF USING ABOUT/POINT STRATEGY ON
READING COMPREHENSION IN HORTATORY
EXPOSITION TEXTOF THE SECOND YEAR
STUDENTS AT MADRASAHALIYAH
NURUL HIDAYAH BANTAN TUA
BENGKALIS REGENCY**

Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)



By

NURLAILI

NIM. 10814003335

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1434 H/2013 M**

SUPERVISOR APPROVAL

The thesis entitled “*The Effect of Using About/point Strategy on Reading Comprehension in Hortatory Exposition Text of the Second Year Students at Madrasah Aliyah Nurul Hidayah Bantan Tua Bengkalis Regency*” is written by Nurlaili, NIM. 10814003335. It is accepted and approved to be examined in the meeting of the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Dzulhijjah 16, 1433 H
November 01, 2012 M

Approved by

The Chairman of English
Education Department

Supervisor

Dr. Hj. Zulhidah, M.Pd.

Bukhori, S.Pd.I.,M.Pd.

EXAMINER APPROVAL

The thesis entitled “*The Effect of Using About/point Strategy on Reading Comprehension in Hortatory Exposition Text of the Second Year Students at Madrasah Aliyah Nurul Hidayah Bantan Tua Bengkalis Regency*” is written by Nurlaili, NIM. 10814003335. It has been approved and examined by the final examination committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Rabi’ul Awwal 02nd, 1433 H/January 15th, 2013 M as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, Rabi’ul Awwal 02nd, 1433 H
January 15th, 2013 M

Examination Committee

Chairperson

Secretary

Dr. Hj. Helmiati, M.Ag.
Examiner I

Dr. Hj. Zulhidah, M.Pd.
Examiner II

Yasir Amri, S.Pd.I.,M.Pd.

Dedy Wahyudi, M.Pd.

Dean

Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.
NIP. 197002221997032001

ABSTRAK

Nurlaili (2012). Pengaruh penggunaan strategy About/point terhadap Pemahaman Bacaan Siswa dalam teks Hortatori Tahun Kedua di Madrasah Aliyah Nurul Hidayah Bantan Tua Kabupaten Bengkalis.

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya sebagian siswa memiliki kesulitan dalam menemukan ide pokok dari text bacaan dan memiliki kesulitan dalam menganalisa text bacaan. Jadi, penulis tertarik melakukan penelitian tentang masalah tersebut.

Penelitian ini dilakukan di MA Nurul Hidayah Bantan Tua Kabupaten Bengkalis. Subjek dari penelitian ini adalah siswa tahun kedua Sekolah MA Nurul Hidayah Bantan Tua, dan objek dari penelitian adalah Pengaruh Penggunaan Strategi About/point terhadap pemahaman bacaan siswa dalam teks hortatori. Adapun jenis penelitiannya adalah *Quasi-Experiment*.

Populasi dari penelitian ini adalah seluruh siswa tahun kedua. Keseluruhan dari Jumlah populasi adalah 52 siswa. Dikarenakan jumlah populasinya terdiri dari dua kelas, penulis menggunakan *total sampling* dengan mengambil semua kelas sebagai sampel; XI IPS_C yang terdiri dari 26 siswa sebagai kelas *experiment*, dan XI IPS_B yang terdiri dari 26 siswa sebagai kelas *control*. Jadi, jumlah sampel dari kedua kelas tersebut adalah 52 siswa. Untuk data analisisnya, penulis menggunakan *independent sampe t-test*.

Berdasarkan analisis data dari formula T-test, H_0 ditolak dan H_a diterima. Maksudnya, ada pengaruh yang signifikan dari strategi About/point terhadap Pemahaman Bacaan Siswa dalam teks Hortatori Tahun Kedua di Madrasah Aliyah Nurul Hidayah Bantan Tua Kabupaten Bengkalis.

ABSTRACT

Nurlaili (2012). The Effect of Using ABOUT/POINT Strategy on Reading Comprehension in Hortatoty Exposition Text of the Second Year Students at Madrasah Aliyah Nurul Hidayah Bantan Tua Bengkalis Regency.

Based on the writer's preliminary study, it was found that some students could not comprehend the meaning of the text in their text book at the school. This problem was caused by some factors. For example, some of the students had difficulties in getting ideas from the reading text and had difficulties analyzing the reading text. So, the writer was interested in carrying out the research about this problem.

The research was administered at MA Nurul Hidayah Bantan Tua Bengkalis Regency. The subject was the second year students of MA Nurul Hidayah Bantan Tua Bengkalis Regency, and the object of this research was the the effect of using ABOUT/POINT Strategy on Reading Comprehension in Hortatoty Exposition Text. The design of this research was Quasi-Experimental Research.

The population of this research was all of the second year students. The total number of population was 52 students. Because there were just two classes, the writer used total sampling by taking all classes as sample; XI IPS_C consisted of 26 students as experimental class, XI IPS_B consisted 26 students as control class. So the number of the samples from two classes was 52 students. To analyze the data, the writer used t-test formula.

Based on the analysis of t-test formula, H_0 was rejected and H_a was accepted. It means that there was a significant effect of using ABOUT/POINT Strategy on Reading Comprehension in Hortatoty Exposition Text of the Second Year Students at Madrasah Aliyah Nurul Hidayah Bantan Tua Bengkalis Regency.

ملخص

نور ليل (٢٠١٢) : أثر استخدام الطريقة About/Point فى لفهم القراءة عند طلاب الفصل الثاني بالمدرسة العالية نور الهداية بنتان توا بينكالييس ريجنسي.

كشف الباحث أن الطلاب لا يفهمون معاني النصوص في كتبهم بناء على الدراسة الأولية التي أداها الباحث، وتأتي هذه المشكلات ببعض العوامل منها: بعض الطلاب لا يفهمون محتويات النصوص و لا يقدرّون على تعيين المعلومات الخاصة من تلك النصوص، ومع ذلك رغب الباحث في أداء هذا البحث.

انعقد هذا البحث بالمدرسة العالية الحكومية كواق بعينع. الهدف لهذا البحث طلبة الصف الثاني بالمدرسة العالية نور الهداية بنتان توا بينما الهدف في هذا البحث أثر استخدام الطريقة About/Point فى لفهم القراءة النص خرطا طري وعرض هذا البحث Quasi-Experimental Research.

الأفراد في هذا البحث جميع طلبة الصف و مجموع العينات في هذا البحث نح 52 طالبا ثم استخدم الباحث Total sampling في أخذ الفصلين لعينات هذا البحث هما طلبة الصف $XI IPS_C$ الألف بقدر 26 طالبا لفرقة التجربة و طلبة الصف $XI IPS_B$ الباء بقدر 26 طالبا لفصل الضبط. ومع ذلك كان مجموع العينات في هذا البحث بقدر 52 طالبا. و في تحليل البيانات استخدام الباحث عينة مستقلة -الاختبار باستخدام البرنامج الحاسوبي t-test .

وأخيرا، بناء على تحليل البيانات من تصميم t-test, H_o مردودة. H_a مقبولة. وغرضه أن فيه هناك اثرا هاما من أثر استخدام الطريق About/point إلى لفهم الطلاب في القراءة لطلبة الصف الثاني بالمدرسة العالية نور الهداية بنتان توا بينكالييس ريجنسي.

LIST OF CONTENTS

SUPERVISOR APPROVAL.....	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	vii
LIST OF CONTENT	x
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CAPTER I: INTRODUCTION	
A. Background of the problem	1
B. Definition of the Term	4
C. The Problem.....	6
1. Identification of the Problem.....	6
2. Limitation of the Problem.....	7
3. Formulation of the Problem.....	7
D. Objectives and Significance of the Research.....	8
1. Objective of the Research.....	8
2. Significance of the Research	8
CAPTER II: REVIEWING OF RELATED LITERATURE	
A. Theoretical Framework.....	10
1. The Nature of Reading	10
a. Definition of Reading.....	10
b. Reading Approach.....	11
2. Reading Comprhension of Hortatory Exposition Text.....	12
a. Definition of Reading Comprehension	12
b. Reading Comprhension Process.....	13
c. Skill of Reading Comprehension	15

d. Level of Comprehension	19
e. Hortatory Exposition Text	21
3. Teaching Reading	24
4. Teaching Reading By Using About/point Strategy	28
a. Definition of About/point Strategy	28
b. Teaching Procedure of About/point Strategy.....	29
c. Advantage of Using About/point Strategy.....	31
B. Relevant Research	31
C. Operational Concept.....	32
D. Assumption and Hypotheses	34
CHAPTER III: RESEARCH METHOD	
A. Research Design.....	35
B. Location and the Time of the Research.....	36
C. Subject and Object of the Research	36
D. Population and Sample of the Research.....	36
E. Technique of Collecting Data.	37
F. Validity and Reliability of the Test.....	39
1. Validity of the Test	39
2. Reliability of the Test	42
G. Technique of Data Analysis.....	44
CHAPTER IV: DATA PRESENTATION AND THE DATA ANALYSIS	
A. Description of Research Procedure	46
B. Data Presentation	48
1. Data Presentation of Using About/point Strategy	48
2. Data Presentation of Reading Comprehension	48
a. Data Presentation of Reading Comprehension Taught by Using About/point Strategy..	49
b. Data Presentation of Reading Comprehension Taught without Using About/point Strategy	51

C. Data Analysis	53
1. Analysis of Students Reading Comprehension Taught by Using About/point Strategy	53
2. Analysis of Students Reading Comprehension Taught Without Using About/point Strategy.....	55
3. Analysis of the Differences of Students' Reading Comprehension Taught by Using About/point Strategy and Without Using About/point Strategy	56
a. Testing Hypothesis.....	56
b. Interpretation.....	59
CHAPTER VI: CONCLUSION AND THE SUGGESTION	
A. Conclusion	61
B. Suggestion	61
BIBLIOGRAPHY	
APPENDICES	

LIST OF TABLES

Table III.1	The Population of the Research.....	37
Table III.2	The Classification of Students' Score.....	39
Table III.3	Blue Print of Reading Test.....	39
Table III.4	Item Validity of Try Out of Pre-test	41
Table III.5	Item Validity of Try Out of Post-test.....	41
Table IV.1	The Frequency Distribution of Pre-Test in Experimental Class.....	49
Table IV.2	The Frequency Distribution of Post-Test in Experimental Class.....	50
Table IV.3	The Frequency Distribution of Pre-Test in Control Class.....	51
Table IV.4	The Frequency Distribution of Post-Test in Control Class....	52
Table IV.5	The Classification of Reading Comprehension Score on Experimental Class.....	53
Table IV.6	Mean, and Standard Deviation of Pre test in Experimental and Control Class.....	54
Table IV.7	The Classification of Reading Comprehension Score on Control Class.....	55
Table IV.8	Students Reading Comprehension Score.....	56
Table IV.9	Group Statistics.....	58

LIST OF APPENDICES

- Appendix 1 Syllabus of MA Nurul Hidayah Bantan Tua Bengkalis
- Appendix 2 Lesson Plan
- Appendix 3 Students' Score of Validity and Reliability Try Out Test
- Appendix 4 Pre-test and Post-test Instruments
- Appendix 5 Key Answer of Pre-Test and Post Test
- Appendix 6 Students' Score of Pre-test and post Test in Experimental Class and
Control Class
- Appendix 7 T-Table
- Appendix 8 Recommendation Letters

CHAPTER I

INTRODUCTION

A. Background of The Problem

Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading in English is required. With strengthened reading skills, learner will make greater progress and development in all other areas of learning.¹

Reading is one of the skills that students should master in learning English. Reading needs ability to understand the text. Many people can read, but not all can understand what they have read. There are some problems in understanding reading text. For example, they did not have knowledge to understand reading text, they did not have a good strategy to comprehend the text, lack of vocabularies, did not pay attention when teacher taught the lesson and so forth. If they do not have ability, automatically they will not know what the text is about.

The success of teaching reading for the Senior High School / Madrasah Aliyah are determined by many aspect such as; material of reading, facility, teacher, the students themselves, and the way of teaching indicate that one of crucial aspects in teaching reading is the technique used by the teacher in teaching the classroom.

¹Neil Anderson. 2003. *Practical English Language Teaching*. New York: McGraw-Hill Company.p.69

In order to accomplish students' needs toward reading, School Based Curriculum (KTSP) provides reading as one of the skills in mastery English that must be taught and learned in Senior high school. Based on KTSP, the purposes of teaching English are as follows:²

1. Developing communicative competence in oral and written form to achieve informational level
2. Having awareness about the sense and the significance of English in order to increase national competence in global society
3. Developing understanding of students about the relationship between language and culture.

In general, the aim of teaching reading is to develop the student's ability to read the material, get information and understand about the text. The aim of teaching for the reader is to comprehend and to react to what is written.

MA Nurul Hidayah Bantan Tua Bengkalis is one of the schools that also use School Based Curriculum (KTSP) as their guidance in teaching learning processes. In this school, the basic competence stated in syllabus of MA Nurul Hidayah Bantan Tua Bengkalis for second grade is that students are able to read aloud and comprehend the meaning of the functional texts or short essay such as of narrative, descriptive, spoof and hortatory exposition text accurately and fluently". English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 45 minutes for one hour.

²Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Unpublished. p.307

In learning process, the students are taught the types of genre available in students textbook. Then, the teacher introduces on genre and explains the kinds, purpose, and characteristics of the text. After he explained it, the teacher asked students to answer the question based on the text and submit their task. In the end of the class, the teacher will give feedback for students' reading.

The goals of teaching reading in MA Nurul Hidayah are; students are able to read the text, the students are able to comprehend the text, the students are able to find main idea from the text, and the students are able to answer the questions from the text. The passing score of this school was 70.

Based on the description above, ideally the students at the second year of MA Nurul Hidayah should be able to understand the text well. But in reality has shown that the students are not able to comprehend reading text and the students are also could not understand what the reading text talking about. It can be seen from the phenomenon below:

1. Some of the students are not able to comprehend the text.
2. Some of the students are not able to get information from the text .
3. Some of the students are not able to identify main idea of the text.
4. Some of the students are difficult to find the key word in the text.
5. Some of the students do not know the meaning of some vocabulary in the text.
6. Some of the students get difficulties to answer the questions based on the reading text.

Based on the phenomena above, the writer assumes that most of students at the second year of MA Nurul hidayah Bantan Tua Bengkalis still have difficulties in reading comprehension because of inappropriate teaching strategy. In order to improve students' reading comprehension on hortatory exposition text, the writer would like to apply a strategy might help the students in reading comprehension namely About/point strategy. This strategy is developed by R F Morgan, this strategy can help student become true readers and good example of how strategic teaching promotes strategic reading. About/Point is used to helps students condense and organize information from the reading text. It is also lead to significant improvements in students' comprehension because it requires them to pay attantion to the text³. It means the students are able to comprehend the text and can understand about the content of the text. In addition, this strategy is enable student in making sense and develops their prior knowledge.

Therefore, the researcher is interested in carrying out a research entitled: "The Effect of Using About/Point Strategy on Reading Comprehension in Hortatory Exposition Text of the Second Year Students at Madrasah Aliyah Nurul Hidayah Bantan Tua Bengkalis Regency"

B. The Definition of the Term

To avoid misunderstanding and misinterpreting toward the terms used in the research, it is necessary to explain them:

³ Randy Wallace, Cathy Pearman, Cindy Hail and Beth Hurst. 2007. *Writing for Comprehension. [Electronic Version]*. p. 43. Retrived on Januari 26th. 2012

1. About/point Strategy

About/point Strategy is one of the strategy that guide the students to comprehend the text easily⁴. It teaches students to identify what the content information is “about” and the “point” of the subject matter. In this study, about/point strategy means that the students need to find out what is the text about and what are the text point. This About/point strategy used by the second year students at Madrasah Aliyah Nurul hidayah Bantan Tua Bengkalis Regency to comprehend the reading text.

2. Strategy

Strategy is a series of ordered steps that will allow a student to perform a task. The strategy serves to help structure the students’ efforts (i.e., to do the steps in order) and to remind the student what to do at each stage of the process.⁵ In this study, strategy deals with the way used by the students to comprehend reading text. Strategy that is used in this research is About/point strategy, this strategy used by the second year students at Madrasah Aliyah Nurul hidayah Bantan Tua Bengkalis Regency to comprehend the reading text.

3. Reading Comprehension

Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written

⁴Anthony Manzo. 1990. *Content Area Reading*. Columbus London; Merrill Publishing Company. p. 175

⁵Robert Reid and Torri Ortiz Lieneman. 2006. *Strategy Instruction for Students with Learning Disabilities*, New York :The Guilford Press. p.18

language”⁶. Reading Comprehension also a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)”⁷.

In this research means that, reading comprehension is ability of the second years students at Madrasah Aliyah Nurul Hidayah Bantan Tua Bengkalis Regency in understanding the reading text by combining information from the text and their background knowledge to build a meaning.

C. The Problem

Based on the phenomena above, some of students at MA Nurul hidayah Bantan Tua Bengkalis still get some difficulties in English subject, especially in reading comprehension on hortatory exposition text.

1. Identification of the Problem

Based on the explanation above, the problems that can be identified are; some of the students are unable to comprehend the hortatory exposition text, some of the students are unable to identify main idea from hortatory exposition text, some of the students are unable to find the key word in hortatory exposition text, some of the students have lack of vocabulary, the students need much time in comprehend the text, the students get difficulties in answering question from

⁶Catherine Snow. 2002. *Reading for Understanding: toward a Research and Development Program in Reading Comprehension*, <http://www.rand.org/RAND>. p.11

⁷Janette K. Klingner, Sharon Vaughn., and Alisson Boardman. 2007. *Teaching Reading Comprehension to the Students with Learning Difficulties*. New York: The Guilford Press. p.8

hortatory exposition text, the technique used by the teacher do not give a good result for students reading comprehension.

2. Limitation of the Problem

Based on the identification of the problems, it was found that there are so many problems. So, the writer limits the problems on strategies used by the teacher which do not optimize the students reading comprehension. Therefore, the writer tried a new strategy called About/point which can help the students to comprehend the reading text and to find out the effect of using About/point strategy toward students reading comprehension in hortatory exposition text.

3. Formulation of the Problem

Based on the problems above, the writer formulates the problem of this study into the following questions:

1. How is the students' reading comprehension taught by using about/point strategy?
2. How is the students' reading comprehension taught by using conventional strategy?
3. Is there any significant effect of student's reading comprehension taught by using about/point strategy and those who are not taught by using about/point strategy?

D. Objective and Significance of the Research

1. Objective of the Research

- a. To find out the students' reading comprehension on hortatory exposition text taught without using about/point strategy.
- b. To find out the students' reading comprehension on hortatory exposition text taught by using about/point strategy.
- c. To find out the significant effect of using about/point strategy toward reading comprehension on hortatory exposition text at the second year students of MA Nurul Hidayah Bantan Tua Bengkalis.

2. Significance of the Research

The finding of this research is hopefully expected to give valuable contribution as follows:

- a. It is expected to give positive contribution related to the process of teaching and learning English especially in term of students' reading comprehension on hortatory exposition text by using About/point strategy at the second year student of MA Nurul Hidayah.
- b. To fulfill one of the requirements to finish the researcher' study in English Education Department of State Islamic University of Sultan Syarif Kasim Riau.

- c. It is expected to develop the theories on teaching learning English as foreign language and for those who are concerned with the current issue on learning and teaching language.

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

a. Definition of Reading

Reading is very important. It is a means of seeking knowledge. Reading is one of the four language skills. Reading as one of the receptive skills, necessary in written communication, and it is the main motivation for learners.¹

Reading is an interactive process between what a reader already knows about given topic or subject, and what the writer writes.²

According to Johnson, there are several meaning of the reading:³

- a. *Reading is the practice of using text to create meaning.* It means that if there is no meaning being created, there is no reading taking place.
- b. *Reading is a constantly developing skill.* Like any skill, we get better at reading by practicing. Conversely, if we do not practice, we will not get better and our skills may deteriorate. It means that the more we practice in reading, the better our reading is.
- c. *Reading integrates visual and non visual information.* During the act of reading, the visual information found on the page is combined with the non visual information that contains in our head to create meaning.

¹ Julian Edge. 1993. *Essential of English Language Teaching*. London: Longman. Publishing. p. 105

²David Nunan . 1991. *Language Teaching Methodology*. London: Prentice Hall. p.33

³Andrew P. Johnson. 2008. *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*. Lanham: Rowman and Littlefield Education. pp. 3-5

In that way, what is in our head is just as important as what is on the page in the process of creating meaning (reading).

- d. *Reading is the act of linking one idea to another.* Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read. It means, we focus on the context of the sentence and paragraph to know the meaning, not for each word in the text.

Based on the definition of the reading above, reading is a crucial thing for the learners. It will help students to know and get information after reading a text.

b. Reading Approach

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension⁴. In the development of the theory of reading comprehension bottom-up, top-down and interactive processing strategies are important for readers.

Bottom-up is the process to find out the information only after the act of reading activities. It means that the readers' understanding of the text will depend on the meaning of the words, sentences, and paragraph. The meaning of the words will contribute the meaning of a sentence, a sentence to a paragraph and so on.

⁴ Neil Anderson. 2003. *Practical English Language Teaching*. New York: McGraw-Hill Company. p. 68

Top-down reading is the process where the reader can find out the information of the text, and understand the text based on their knowledge about the text. Many readers do not fully understand the text, because they have not appropriate background knowledge about the text. In order to read confidently, students should understand what they read.

Interactive reading is the process in which the reader interacts with the text. Reading is a process of negotiating meaning; the reader brings the text a set of schemata for understanding it, and intake is the product of that interaction.

According to H Douglas Brown, for learners of English, there are two primary hurdles must be cleared in order to become efficient readers⁵. First, they need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, as part of that top-down approach, second language readers must develop appropriate content and formal schemata, background information and cultural experiences to carry out those interpretations effectively.

2. Reading Comprehension of Hortatory Exposition Text

a. Definition of Reading comprehension

The first point to be made the reading process is reading comprehension. Reading with comprehension means understanding what has been read. Comprehension involves understanding vocabulary, seeing the relationship among

⁵ H Douglas Brown.1994. *Language Assessment: Principle and Classroom Practices*. San Fransisco: Longman. p.185

word and concepts, organizing ideas, recognizing the author purpose, making judgment and evaluating.⁶ A relatively important skill in comprehension is grasping the main idea from reading a paragraph, an article or a story. The purpose in such reading is to dig out essential meaning, the central theme, or general information of the material. The information may be feeling or emotion expressed.

Reading Comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)

b. Reading Comprehension Process

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension.

⁶Kustaryo, S. 1988. *Reading Techniques for Collage Students*. Jakarta; Departemen Pendidikan dan Kebudayaan. p. 12

According to Klinger, there are some processes that involve in teaching reading comprehension to the student who gets difficulties, as follows⁷

1. Cognitive process

What is actually happening when we comprehend what we are reading? Irwin (1991) describes five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes. We describe each of these next. While reading about these different cognitive processes, keep in mind that the reader uses these different strategies fluidly, going back and forth from focusing on specific chunks of text, as with micro processing, to stepping back and reflecting about what has been read, as with metacognition.

2. Micro processes

Micro processing refers to the reader's initial chunking of idea units within. "Chunking" involves grouping words into phrases or clusters of words that carry individual sentences meaning, and requires an understanding of syntax as well as vocabulary.

3. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences.

He or she is also actively making connections across sentences. This

⁷Jenette K Klingner, Vaughn, Sharon, and Broadman, Elison. 2007. *Teaching Reading Comprehension to the Students with Learning Difficulties*. New York: The Guilford Press. p. 9

process of understanding and inferring the relationships among clauses is referred to as integrative processing. Sub skills involved in integrative processing include being able to identify and understand

4. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. This process is called elaborative processing.

5. Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

c. Skill of Reading comprehension

Reading is one of the four language skills. Reading as one of the receptive skills is the skill necessary in written communication and this is the main motivation for learners.

The purpose of reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

There are four basic reading comprehension skills⁸:

- a) how to be an active reader
- b) how to find the main idea of a passage
- c) how to figure out what words mean without a dictionary
- d) how to tell the difference between fact and opinion

Douglas Brown states, there are two categories of reading comprehension, as follows:⁹

a. Microskills for reading comprehension:

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.

⁸Elizabeth Chesla. 2001. *8th Grade Reading Comprehension Success*. New York: Learning Express. p. 2

⁹H Douglas Brown. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents. p. 367

- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
 - 6) Recognize that a particular meaning may be expressed in different grammatical forms.
 - 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- b. Macroskills for reading comprehension
- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
 - 2) Recognize the communicative functions of written texts, according to form and purpose.
 - 3) Infer context that is not explicit by using background knowledge.
 - 4) From described events, ideas, etc., infer links and connection between events, deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
 - 5) Distinguish between literal and implied meanings.
 - 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
 - 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing

the meaning of words from context, and activating schemata for the interpretation of texts.

According to Barret taxonomy, reading skill divided into five ordered skill levels¹⁰, they are:

1) Literal Comprehension

In literal comprehension includes Recognition and recall. Recognition divided into recognition of detail, main ideas, sequence, comparison, cause and effect relationships and character traits. While in recall divided into recall of detail, main ideas, sequence, comparison, cause and effect relationships and character traits.

2) Reorganization

In reorganisation includes classifying, outlining, summarizing and synthesizing.

3) Inferential Comprehension

In inferential includes inferring supporting details, main ideas, sequence, comparisons, cause and effect relationships, character traits, predicting outcomes and interpreting figurative language.

4) Evaluation

In evaluation includes judgments of reality or fantasy, judgments of fact or opinion, judgments of adequacy and

¹⁰ Thom Hudson. 2007. *Teaching Second Language Reading*. Oxford; University Press. p.

validity, judgments of appropriateness, judgments of worth desirability and acceptability.

5) Appreciation

In appreciation includes emotional response to the content, identification with characters or incidents, reactions to the author's use of language and imagery.

d. Level of Comprehension

According to Burns et. Al. reading comprehension is divided into four levels, as follow;¹¹

1) Literal Reading

Reading for literal comprehension which involves acquiring information that is directly stated in a selection, recognizing stated main ideas, details, cause-effect and sequencing is the basis of literal and a thorough understanding of vocabulary, sentence, meaning and paragraph meaning is important. Details are explicitly stated parts of paragraph or passage that contain the basis information in literal reading. The main idea of paragraph is organized. It is often, but not always expressed in a topic sentence. It is considered a literal skill when the cause-effect relationship explicitly stated in written passage. The ability to read and follow directions is a prerequisite for virtually all successful schoolwork. This skill is considered a part of literal reading comprehension. It involves understanding details and sequence.

¹¹Burn, et. al. *Teaching Reading in Today's Elementary Schools*; 3rd Edn. Boston: Houghton Mifflin Company. p.23

2) Integrative Reading

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing¹². On the other hand, interpretative reading involves between the lines or making inferences. It is the process of deriving ideas, implied rather than directly stated.

3) Critical Reading

Critical reading is evaluating written material-comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension and interpretive comprehension and grasping implied ideas especially important. The mature critical reader must consider and evaluate the person who wrote the material. Author's purposes, author's point of view, author's style and tone, author's competence.

4) Creative Reading

Creative reading involves going beyond the material presented by the author. According to Hylen, it is concerned with production new ideas, his

¹²Janett, K. Klingner, Sharon, Vaughn, Alison , Boardman. *Op.cit*.p. 9

development of new insights, fresh approaches, and original construct¹³. Creative reader must be able to analyze the reasons for the action in the story; they see the colors, hear the sounds, feel the textures, taste the flavors, and smell the odors describe by the writer; they are able to determine whether the actions of characters are reasonable or unreasonable; they relate the things they read to their own personal problem; able to predict what will happen next in the story, reacting and drawing conclusions and able to make the story more interesting.

Based on the explanation above, the writer concludes that there are so many aspects that should be considered in teaching reading.

e. Hortatory Exposition Text

1) Definition of Hortatory Exposition Text

Hortatory exposition is a text which represents the attempt of the writer to have the address to do something or act in certain way¹⁴. Hortatory exposition is a type of spoken or written text that is intended to explain to the listeners or readers that something should or should not happen or be done.

2) The generic structure of Hortatory Exposition text

The generic structure of Hortatory exposition usually has three components:

¹³Hylen, K. 2007. *Teaching and Researching Writing*. Malaysia: Pearson Education.p. 145

¹⁴Didin Kholidin. 2010. Hortatory Exposition Text
http://smanpluspropriau.com/index.php?option=com_content&view=article&id=96:hortatoryexposition&catid=65:bahasa-inggris&Itemid=103. P.1

- a) Thesis (Statement or announcement of issue concern)
- b) Arguments (Reasons for concern that will lead to recommendation)
- c) Recommendation (Statement of what should or should not happen or be done based on the given arguments)

3) The Purpose of Hortatory Exposition Text

The purpose of hortatory exposition texts is to argue a case for or against a particular position or point of view and it proposes a suggestion at the end of the argumentation.

4) Language Features of Hortatory Exposition Text

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc
- f) Using temporal connective; firstly, secondly, etc
- g) Using evaluative words; important, valuable, trustworthy, etc
- h) Using simple present tense

f. Measurement of Reading Comprehension of Hortatory Exposition Text

Measurement is the process of converting observations into quantities through theory. Measurement as a “process” implies an “act of ascertainment of finding out”.

Based on the standart competence of graduation, the indicators of reading comprehension of hortatory exposition text consist of some indicators.

In this research, based on Barret’s taxonomy in literal comprehension and the theories on reading comprehension skills¹⁵, the writer formulates some indicators to measure students’ reading comprehension of hortatory exposition text as follows:

- a. Students are able to find factual information from the text.
- b. Students are able to identify the main idea of the text.
- c. Students are able to locate the meaning of vocabulary in context from the text.
- d. The students are able to identify references from the text.
- e. Students are able to identify the generic structure of the text.

¹⁵ Thom Hudson. *Op.Cit.* p.86

3. Teaching Reading

Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process¹⁶. The important point in comprehending text is related to the goal, it means that the teacher must teach it. Therefore, the student will understand the text.

The following principles can guide the design and practice of a reading Programmed. For another list of principles; as follows:¹⁷

1. Meaning-focused Input

- a). Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.
- b). Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.
- c). Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing.

¹⁶ William, Grabe. 2009. *Reading in Second Language; Moving from Theory to Practice*. New York: Cambridge University. p. 15

¹⁷ Nation, I.S.P. 2009. *Teaching ESL/ EFL Reading and Writing*. New York: Rutledge. p. 6

2. Meaning-focused Output

Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.

3. Language-focused Learning

a. Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice (Chapter 2), vocabulary learning using word cards, and grammar study. Some of this can be done through intensive reading.

b. Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text.

Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading.

c. Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

4. Fluency Development

- a. Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.
- b. Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture. These are not usually found at school.
- c. Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

According to Neil Anderson, there are eight principles for teaching reading¹⁸, they are:

1. Exploit the reader's background knowledge

Background knowledge includes all of the experience that a reader brings to a text: life experiences, educational experiences, knowledge of how text can be organized rhetorically, knowledge of how one's first language works, knowledge of how the

¹⁸ Neil Anderson. *Op cit.* p. 74

second language works, and cultural background and knowledge.

2. Build a strong vocabulary base

3. Teach for comprehension

Monitoring comprehension is essential to successful reading. In order to teach for comprehension, the readers must monitor their comprehension process and be able to discuss with the teacher and/ or fellow readers what strategies they use to comprehend.

4. Work in increasing reading rate

The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills.

5. Teach reading strategies

To achieve the desired result, students need to learn how to use a range of reading strategies that match their purposes for reading.

6. Encourage readers to transform strategies into skill

7. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the teaching classroom.

8. Strive for continuous improvement as a reading teacher

Reading teacher need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what work best.

4. Teaching Reading by using About/point strategy

1) Definition of About/point strategy

In teaching and learning process, teacher should have the interesting strategy. An interesting strategy of teaching is needed in teaching and learning process in order that the goals in curriculum will be achieved. The teacher should be creative to manage the strategy. Good strategy will make teaching and learning process run well. Good strategy should be improved by good teacher. He not only improves students' ability but also effectiveness and efficiency¹⁹.

According to Harmer, there are some characteristics that the teacher should point out to be a good teacher:²⁰

1. A teacher should make his/her lesson interesting.
2. A teacher must love his/her job.
3. A teacher should have his/her personality.
4. A teacher should have a lot of knowledge.
5. A good teacher is an entertainer in positive sense, not in a negative sense.

About/Point strategy is a versatile strategy for informational, persuasive, and expository text. With it, readers need to find the subject of the text and state it

¹⁹ Roestiyah. 2008. *Strategi Belajar Mengajar*. Jakarata: RinekaCipta. p.1

²⁰ Jeremy Harmer. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. London: Longman. pp.1-2

succinctly; they must enumerate the points made, as well. It means here, the readers need to make the text about and the text point. With such a chart, students can find and record the main idea as well as the supporting details²¹.

About-Point is a reading strategy where students pause at logical points and complete this phrase:

This text is *about* _____; and the
Point are _____.

According to Randy Wallace, Cathy Pearman, Cindy Hail and Beth Hurst, About/Point is used to help students condense and organize information from the reading text²². It also leads to significant improvements in students' comprehension because it requires them to pay attention to the text.

It teaches students to identify what the content information is "about" and the "point" of the subject matter²³. About/point is a useful strategy for English Language Learners because it uses small, manageable amounts of text and teaches students to identify both the content matter and the point of the information.

2) Teaching procedure of About/point strategy

Because of the teacher's modeling is crucial in this strategy, so the procedure how to use this strategy is divided into two parts. Procedure for teaching students how to use the strategy:

²¹Roberta Sajnost. 2009. *The Tools for Teaching in the Block*. California. p. 131

²²Randy Wallace, Cathy Pearman, Cindy Hail and Beth Hurst. *Writing for Comprehension. [Electronic Version]*. 2007. p. 44. Retrieved on January 26th, 2012

²³Martin, Lorton, Blanc and Evans. 1977. *Comprehension strategies for English Language Learners*. New York. p.31

A. Teacher's activity

1. The teacher gives to the students the text material.
2. The teacher asks the students to look at their text and read the material.
3. The teacher makes an about/point chart on the board.
4. The teacher asks the students to find the text about and the text point.
5. The teacher writes the text about and text point on the chart written on the board.
6. The teacher discusses with the students on about-point chart written on the board.

B. Students activity

1. The students read the material or text given by the teacher.
2. The students make an about-point chart on their book.
3. The students need to find the text about and the text point.
4. The students write down the text about and text point on the chart written on they book.
5. The students discuss with the teacher and their partners an about-point chart written on they book with the teacher and their partners.

3) Advantage of using About/point strategy

- a) According to Roberta Sajnost, with about/point students can find and record the main idea as well as the supporting details. They can also recognize the author's viewpoint or bias.
- b) About/Point is a summarizing strategy that helps students distinguish between main ideas and supporting details.
- c) According to Morgan, Meeks, Schollaert, & Paul, an About/Point chart is used to help students condense and organize information from the text.
- d) About/point is a useful strategy for English Language Learners because it uses small, manageable amounts of text and teaches students to identify both the content matter and the point of the information.

B. Relevant Research

There are quite many previous researchers regarding to techniques used in teaching reading comprehension. According to Syafi'i (2007:122) relevant research is very useful reference widening our comprehension on related topic.

Rinehart Likewise (1986) focused on the effect of About/point strategy toward students' writing skill. She found that using about/point strategy improve students writing skill²⁴. It means that there was a significant effect of using about/point strategy toward students writing skill.

²⁴ Rinehart Likewise. 1986. *Writing for Comprehension. [Electronic Version]*. p. 43.
Retrieved on Januari 26th. 2012

Winograd (1984) focused on the effect of About/point strategy toward students reading comprehension. He found that using about/point strategy improve students reading comprehension²⁵. It means that there was a significant effect of using about/point strategy toward students reading comprehension.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in the research. It should be interpreted into particular words in order to make it easy to measure. There are two variables of this research. The first is about/point strategy which refers to the teacher's strategy in teaching reading, and it is as an independent variable. The second one is students' ability in reading as a dependent variable. To operate the investigation on the variable, the researcher will work based on the following indicators:

1. The indicators of About/point strategy (variable X):

a. Teacher's activity

- 1) The teacher gives to the students the text material.
- 2) The teacher asks the students to look at their text and read the material.
- 3) The teacher makes an about/point chart on the board.
- 4) The teacher asks the student to find the text about and the text point.
- 5) The teacher puts the text about and text point on the chart that written on the board.

²⁵ Winograd. 1984. *Reading Comprehension through Writing*. [Electronic Version]. p. 41. Retrived on November 3th. 2008

- 6) The teacher discusses with the students on about-point chart that written on the board.

b. Students' activity

- 1) The students read the material or text given by the teacher.
- 2) The students make an about-point chart on their book.
- 3) The students need to find the text about and the text point.
- 4) The students write down the text about and text point on the chart written on they book.
- 5) The students discuss an about-point chart written on they book with their partners and the teacher.

2. The indicators of students' ability in reading (variable Y) as follows:

- a) Students are able to find factual information from the text.
- b) Students are able to identify the main idea of the text.
- c) Students are able to locate the meaning of vocabulary in context from the text.
- d) The students are able to identify references from the text.
- e) Students are able to identify generic structure of the text.

D. Assumption and Hypotheses

1. Assumption

In this research, the researcher assumes that the better we use About/point strategy, the better students' reading comprehension will be.

2. Hypotheses

H_a: There is a significant effect of using About/point strategy toward students' reading comprehension.

H_o: There is no significant effect of using About/point strategy toward students' reading comprehension.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedure

The purpose of this research was to obtain the data of students' reading comprehension taught by using about/point strategy and taught without using about/point strategy, and also the significant effect of students' reading comprehension taught by using about/point strategy. The data were obtained from students' post-test scores of experimental and control class. The procedures of this research are as follows:

1. Before administering the test, the writer examined whether the test was valid, reliable or not.
2. The writer gave pre test and post test to XI IPS B and XI IPS C. The writer asked students to answer some questions based on the text given.
3. Based on the result of pre-test, it was choosen that XI IPS C was experimental class and XI IPS B was control class. Then, the writer employed treatments to experimental class for six meetings. Based on the procedures of about/point strategy, the implementation of about/point strategy was guided by the following procedures:
 - a. Teacher's activity
 - 1) The teacher gives to the students the text material.
 - 2) The teacher asks the students to look at their text and read the material.
 - 3) The teacher makes an about/point chart on the board.

- 4) The teacher asks the student to find the text about and the text point.
 - 5) The teacher writes the text about and text point on the chart written on the board.
 - 6) The teacher discusses with the students on about-point chart written on the board.
- b. Students' activity
- 1) The students read the material or text given by the teacher.
 - 2) The students make an about-point chart on their book.
 - 3) The students need to find the text about and the text point.
 - 4) The students write down the text about and text point on the chart written on they book.
 - 5) The students discuss with the teacher and their partners an about-point chart written on they book with the teacher and their partners.
4. After giving treatments to experimental class, the writer used the same format questions but in different text to test students' reading comprehension for the post-test of experimental class. While for control class without treatments, the writer used the same format of questions and different text for the post-test too.

The result of reading test was evaluated by concerning five components.

1. Students are able to find factual information from the text.
2. Students are able to identify the main idea of the text.
3. Students are able to locate the meaning of vocabulary in context from the text.
4. The students are able to identify references from the text.
5. Students are able to make inferences from the reading text.

B. Data Presentation

1. Data Presentation of Using About/point Strategy (Variable X)

In this research, the writer used a test to collect the data. The test was administered by the writer, where the writer taught the experimental class by herself. The test was multiple choices with 25 items. To get a good data; test should be valid and reliable.

2. Data Presentation of Reading Comprehension (variable Y)

The data of this research were obtained from the score of the students' pre-test and post-test. All of the data were collected through the following procedures:

1. In both classes (experimental and control class), students were asked to answer the questions based on the text given.
2. The format of the test was multiple choices and the test was made based on several aspects such as finding factual information, identifying the main idea, locating the meaning of vocabulary in context, identifying the references and making inferences from reading text.

There were two data of reading comprehension tested by the researcher. They were the score of students' reading comprehension taught by using About/point strategy and taught without using About/point strategy. They are as follows:

a. Reading Comprehension Taught by Using About/point Strategy

There were 25 items of reading comprehension test given to the respondents in this research. From pre-test of experimental class, the highest score was 72 and the lowest score was 40. The data were obtained from the research by using SPSS. The data descriptions of pre-test of reading comprehension in experimental class are as follows:

Table IV.1
The Frequency Distribution of Pre-Test in Experimental Class

Pre_experiment		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	7.7	7.7	7.7
	44	2	7.7	7.7	15.4
	48	5	19.2	19.2	34.6
	52	5	19.2	19.2	53.8
	56	2	7.7	7.7	61.5
	60	4	15.4	15.4	76.9
	64	1	3.8	3.8	80.8
	68	4	15.4	15.4	96.2
	72	1	3.8	3.8	100.0
Total		26	100.0	100.0	

Based the table IV.1, it can be seen that there are 26 students. In interval 40, the frequency is 2 students (7.7%), the frequency of interval 44 is 2 students (7.7%), the frequency of interval 48 is 5 students (19.2%), the frequency of

interval 52 is 5 students (19.2%), the frequency of interval 56 is 2 students (7.7%), the frequency of interval 60 is 4 students (15.4%), the frequency of interval 64 is 1 student (3.8%), the frequency of interval 68 is 4 students (15.4%), and the frequency of interval 72 is 1 students (3.8%).

Then for the post-test of the experimental class, there were also 25 items of reading comprehension. From the post-test, the highest score of experimental class was 88 and the lowest score was 52. The data descriptions of post-test of reading comprehension in experimental class are as follows:

Table IV.2
The Frequency Distribution of Post-Test in Experimental Class

Post experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	3	11.5	11.5	11.5
	56	2	7.7	7.7	19.2
	60	1	3.8	3.8	23.1
	64	2	7.7	7.7	30.8
	68	3	11.5	11.5	42.3
	72	4	15.4	15.4	57.7
	76	2	7.7	7.7	65.4
	80	6	23.1	23.1	88.5
	84	1	3.8	3.8	92.3
	88	2	7.7	7.7	100.0
	Total	26	100.0	100.0	

Based on the table IV.2, it can be seen that there are 26 students. In interval 52, the frequency is 3 students (11.5%), the frequency of interval 56 is 2 students (7.7%), the frequency of interval 60 is 1 student (3.8%), the frequency of interval 64 is 2 students (7.7%), the frequency of interval 68 is 3 students (11.5%),

the frequency of interval 72 is 4 students (15.4%), the frequency of interval 76 is 2 students (7.7%), the frequency of interval 80 is 6 students (23.1%), the frequency of interval 84 is 1 student (3.8%), and the frequency of interval 88 is 2 student (7.7%).

b. Students' Reading Comprehension Taught without Using About/point Strategy.

Table IV.3
The Frequency Distribution of Pre-test in Control Class

Pre control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	11.5	11.5	11.5
	44	1	3.8	3.8	15.4
	48	3	11.5	11.5	26.9
	52	6	23.1	23.1	50.0
	56	3	11.5	11.5	61.5
	60	1	3.8	3.8	65.4
	64	2	7.7	7.7	73.1
	68	6	23.1	23.1	96.2
	72	1	3.8	3.8	100.0
	Total	26	100.0	100.0	

Based on the table IV.3, it can be seen that there are 26 respondents. In interval 40, the frequency is 3 students (11.5%), the frequency of interval 44 is 1 student (3.8%), the frequency of interval 48 is 3 students (11.5%), the frequency of interval 52 is 6 students (23.1%), the frequency of interval 56 is 3 students (11.5%), the frequency of interval 60 is 1 student (3.8%), the frequency of

interval 64 is 2 students (7.7%), the frequency of interval 68 is 6 student (23.1%), and the frequency of interval 72 is 1 student (3.8%).

Then for the post-test of the control class, there were also 25 items of reading comprehension. From the post-test, the highest score of control group was 68 and the lowest score was 40. The data were obtained by using the SPSS. The data descriptions of post-test of reading comprehension in control class are as follows:

Table IV.4
The Frequency Distribution of Post-test in Control Class

		Post control			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.8	3.8	3.8
	44	2	7.7	7.7	11.5
	48	3	11.5	11.5	23.1
	52	3	11.5	11.5	34.6
	56	2	7.7	7.7	42.3
	60	3	11.5	11.5	53.8
	64	5	19.2	19.2	73.1
	68	7	26.9	26.9	100.0
Total		26	100.0	100.0	

Based on the table IV.4, it can be seen that there are 26 respondents. In interval 40, the frequency is 1 student (3.8%), the frequency of interval 44 is 2 students (7.7%), the frequency of interval 48 is 3 students (11.5%), the frequency of interval 52 is 3 students (11.5%), the frequency of interval 56 is 2 students (7.7%), the frequency of interval 60 is 3 students (11.5%), the frequency of

interval 64 is 5 students (19.2%), and the frequency of interval 68 is 7 student (26.9%).

C. Data Analysis

1. Analysis of Students Reading Comprehension Taught by Using About/point Strategy

In order to find whether or not there was significant difference in increasing reading comprehension of two classes, the writer calculated data taken from the score of the students' final test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control class. This research used pre-test and post-test. There were 25 items of reading comprehension test given to 26 respondents. From the test, it was obtained that the lower score was 52 and the higher score was 88.

The writer then also classified the post-test result of experimental class of the respondents of the second year of MA Nurul Hidayah Bantan Tua Bengkalis Regency to know the category of the students' reading comprehension score. The classification of experimental class reading comprehension can be seen from the following table:

Table IV.5

The Classification of Reading Comprehension Score On Experimental Class

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	9	34.62%
2	Good	66-79	9	34.62%
3	Enough	56-65	5	19.23%
4	Less	40-55	3	11.54%
5	Fail	30-39	-	-
Total			26	100%

Based on table IV.4, it can be seen that there are 5 categories for students' reading comprehension of experimental class. The frequency of Very Good category is 9 students (34.62%), the frequency of Good category is 9 students (34.62%), the frequency of Enough category is 5 student (19.23%), the frequency of Less category is 3 student (11.54%) and there is no student who is categorized into Fail category. The table shows that the highest percentage of students' classification of reading comprehension is 34.62%. Thus, the majority of the students in experimental class are classified as Good.

To obtain the data on how is the students' reading comprehension in experimental class, it is used mean score to analyze it.

Table IV.6
Mean, Median, and Standard Deviation of Post-test in Experimental and Control Class

	Mean	Median	Standard Deviation
Post-test of Experimental Class	70.77	72.00	11.072
Post-test of Control Class	58.31	60.00	8.992

Based on the result of computation of students' score it was found that the average score of experimental class was 70.77. This mean score was categorized into good. Therefore, the students' reading comprehension of hortatory exposition text at the second year students' of MA Nurul Hidayah was Categorized into good.

2. Analysis of Students Reading Comprehension Taught without Using About/point Strategy

To determine the students' reading comprehension who were taught by using About/point Strategy and the students who were not taught by using About/point strategy, the researcher took the data from the result of post-test from both classes. The writer then also classified the post-test result of control class of the respondents of at the second year students of MA Nurul Hidayah Bantan Tua Bengkalis Regency to know the category of the students' reading comprehension score. The classification of control class reading comprehension can be seen from the following table:

Table IV.7

The Classification of Reading Comprehension Score on Control Class

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	0	-
2	Good	66-79	7	26.92%
3	Enough	56-65	10	38.46%
4	Less	40-55	9	34,62%
5	Fail	30-39	-	-
Total			26	100%

Based on table IV.7, it can be seen that there are 5 categories for students' reading comprehension of control class. The frequency of Very Good category is 0 students (0.00%), the frequency of Good category is 7 students (26.92%), the

frequency of Enough category is 10 student (38.46%), the frequency of Less category is 9 student (34.62%) and there is no student who is categorized into Fail category. The table shows that the highest percentage of students' classification of reading comprehension is 38.46%. Thus, the majority of the students in experimental class are classified as Enough.

Based on the result of computation of students' score it was found that the average score of control class was 58.31. This mean score is categorized into enough.

3. Analysis of The Differences of Students' Reading Comprehension Taught by Using About/point Strategy and Without using About/point Strategy

a. Testing Hypothesis

In this part, the writer showed the score of pre-test, post-test and the gain of experimental class and also the control class. The data were taken from 26 respondents of experimental class and 26 respondents of control class. The data can be seen from the following table:

Table IV.8
Students' Reading Comprehension Score

No	Respondents	Control Class			Experimental Class		
		Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
1	Student 01	40	44	4	72	88	16
2	Student 02	52	48	-4	68	80	12
3	Student 03	60	68	8	44	76	32
4	Student 04	72	68	-4	52	80	28
5	Student 05	52	68	16	68	80	12
6	Student 06	64	52	-12	60	68	8
7	Student 07	56	52	-4	40	68	28
8	Student 08	68	64	-4	56	80	24
9	Student 09	64	68	4	48	88	40
10	Student 10	40	48	8	52	72	20
11	Student 11	52	64	12	48	64	16
12	Student 12	68	64	-4	60	84	24
13	Student 13	48	56	8	56	64	8
14	Student 14	68	60	-8	48	52	4
15	Student 15	48	68	20	60	80	20
16	Student 16	56	56	0	44	52	8
17	Student 17	40	64	24	52	60	8
18	Student 18	52	44	-8	68	72	4
19	Student 19	56	60	4	48	56	8
20	Student 20	44	40	-4	52	76	24
21	Student 21	68	68	0	68	72	4
22	Student 22	68	64	-4	40	72	32
23	Student 23	52	52	0	48	56	8
24	Student 24	52	68	16	60	80	20
25	Student 25	68	48	-20	52	52	0
26	Student 26	48	60	12	64	68	4
	Total	1456	1516	60	1428	1840	412

From the table above, the calculation of total score of experimental class in pre-test is 1428 and the total score of experimental class in post-test is 1840.

The gain of experimental class is 412. While the calculation of total score of control class in pre-test is 1456 and the total score of control class in post-test is 1516. The gain of control class is 60.

To determine the data analysis of the difference of the students' reading comprehension on Hortatory Exposition text between the students taught by using and without using About/point Strategy, the writer then used t-test by using SPSS. The data of t-test can be seen from the table as follows:

Table IV.9

Group Statistics					
Post_Control		N	Mean	Std. Deviation	Std. Error Mean
Post_Experimental	1	26	70.77	11.072	2.171
	2	26	58.31	8.992	1.764

The output of group statistics shows that the mean of the post-test of the experimental class is 70.77 and the mean of post-test of the control class is 58.31, and N (number of the case) is 26 for experimental class and 26 for control class. The standard deviation for experimental class is 11.072 and the standard deviation for control class is 8.992. Standard error mean of experimental class is 2.171 and standard error mean of the control class is 1.764.

To obtain the result of the effect of using About/point strategy toward reading comprehension, the formula of t-test can be seen below:

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_0 = \frac{70.77 - 58.31}{\sqrt{\left(\frac{11.072}{\sqrt{26-1}}\right)^2 + \left(\frac{8.992}{\sqrt{26-1}}\right)^2}}$$

$$t_0 = \frac{70.77 - 58.31}{\sqrt{\left(\frac{11.072}{\sqrt{25}}\right)^2 + \left(\frac{8.992}{\sqrt{25}}\right)^2}}$$

$$t_0 = \frac{70.77 - 58.31}{\sqrt{\left(\frac{11.072}{5}\right)^2 + \left(\frac{8.992}{5}\right)^2}}$$

$$t_0 = \frac{12.46}{\sqrt{(2.214)^2 + (1.798)^2}}$$

$$t_0 = \frac{12.46}{\sqrt{4.901 + 3.232}}$$

$$t_0 = \frac{12.46}{\sqrt{8.133}}$$

$$t_0 = \frac{12.46}{2.852}$$

$$t_0 = 4.37$$

The degree of freedom(df) as follow:

$$df = (N_1 + N_2) - 2$$

$$df = (26 + 26) - 2$$

$$df = 50$$

b. Interpretation

After getting the degree of freedom above, it can be said that the degree of freedom was 50. The writer got that t-formulated, 4.37 is higher than t-table in level significance 5% was 2.01 and the level of significance of 1% was 2.68. It can be seen that $2.01 < 4.37 > 2.68$.

The interpretation of hypothesis can be seen below:

H_a is accepted if $t_o > t\text{-table}$

H_o is accepted if $t_o < t\text{-table}$

Based on the interpretation above, the analyzing of this research shows that H_a is accepted and H_o is rejected. It can be concluded that there is a significance difference of students reading comprehension taught by using About/point strategy and without using About/point strategy.

Thus, the result shows that there is a significant effect of using About/point strategy on students' reading comprehension of hortatory exposition text of the second years students at MA Nurul Hidayah Bantan Tua Bengkalis Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research finding, it was found that there is a significant effect of using About/point strategy on reading comprehension of the second year students at MA Nurul Hidayah Bantan Tua Bengkalis Regency. So, it can be concluded that About/point strategy can help the students understand the text and also can improve students reading comprehension. It means that About/point strategy has positive effect on students' reading comprehension of the second year students at MA Nurul Hidayah Bantan Tua Bengkalis Regency.

B. Suggestion

Considering the effectiveness of using About/point strategy toward students' reading comprehension, the researcher would like to give some suggestion as follows:

1) Suggestion for the School:

- a. It is recommended to the school to do evaluation for students' difficulties based on the result of teaching and learning process.
- b. It is hoped for the school to establish an English club in order to expand the students' knowledge in English.

2) Suggestion for the English Teacher:

- a. It is recommended to teacher to use About/point strategy in teaching and learning process.

- b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted, because the conducive condition in teaching would become one asset to carry the success of material to be taught.

3) Suggestion for the Students:

- a. The students should try to understand about using About/point strategy in reading text.
- b. The students should pay more attention to the lesson that has been explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to comprehend more the text and in order to diminish boredom in learning English especially in reading subject.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

BIBLIOGRAPHY

- Anderson, Neil. *Practical English Language Teaching*. Editor David Nunan. New York: McGraw-Hill Company. 2003
- Arikunto, Suharsimi. *Dasar-dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2009
- Brown, H. Douglas. *Language Assessment: Principle and Classroom Practices*. San Fransisco. Longman. 1994
- . *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents. 2007
- Burn, et. al. *Teaching Reading in Today's Elementary Schools; 3rd Edn.* Boston: Houghton Mifflin Company.
- Chesla, Elizabeth . *8th Grade Reading Comprehension Succes*. New York: Learning Express. 2001
- Creswell, John W. *Educational Research*. New Jersey: Pearson Education International. 2008.
- Depdiknas. *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006*. Jakarta: Unpublished. 2006
- Didin Kholidin. *Hortatory Exposition Text*
http://smanpluspropriau.com/index.php?option=com_content&view=article&id=96:hortatoryexposition&catid=65:bahasa-inggris&Itemid=103. 2010
- Edge, Julian. *Essential of English Language Teaching*. London: Longman. Publishing. 1993
- Gay, L.R & Peter Airasian. *Educational Research Competencies for Analysis and Application*. Six Ed. New Jersey: Prentice-Hall. 2000
- Grabe, William. *Reading in Second Language; Moving from Theory to Practice*. New York: Cambridge University Press. 2009
- Harmer, Jeremy. *How to Teach English: An Introduction to the Practice of English Language Teaching*. (London: Longman). 1998
- Hughes, Arthur. *Testing for langauge Teachers*. Cambridge: Cambridge University press. 2005
- Hartono, *Statistik untuk Penelitian*, Yogyakarta: Pustaka pelajar, 2006

- Hudson, Thom. *Teaching Second Language Reading*. Oxford; University Press. 2007
- K, Hylen. *Teaching and Researching Writing*. Malaysia: Pearson Education. 2007
- Kustaryo, S. *Reading Techniques for Collage Students*. Jakarta; Departemen Pendidikan dan Kebudayaan. 1988
- K. Klingner, Janette. Vaughn, Sharon and Alisson Boardman. *Teaching Reading Comprehension to the Students with Learning Difficulties*. New York: The Guilford Press. 2007
- Manzo, Anthony. *Content Area Reading*. Columbus London; Merrill Publishing Company. 1990
- Nunan, David . *Language Teaching Methodology*. London: Prentice Hall. 1991
- Nation, I.S.P. *Teaching ESL/ EFL Reading and Writing*. New York: Rutledge. 2009
- P. Johnson, Andrew. *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*. Lanham: Rowman and Littlefield Education. 2008
- Reid, Robert and Torri Ortiz Lieneman, *Strategy Instruction for Students with Learning Disabilities*, New York :The Guilford Press, 2006
- Roestiyah. *Strategi Belajar Mengajar*. Jakarata: RinekaCipta. 2008
- Safari. *Analisis Butir Soal dengan Manual, Kalkulator dan Komputer*. Jakarta: Asosiasi Pengawas Sekolah. 2008
- Sajnost, Roberta. *The Rule for Teaching in the Block*. California. 2009
- Snow, Catherine. *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*, <http://www.rand.org/> RAND, 2002
- Wallace, Randy . Cathy Pearman, Cindy Hail and Beth Hurst. *Writing for Comprehension. [Electronic Version]*. 2007. Retrived on Januari 26th. 2012